

Spring 1988

Nonpareil, v72n2, Spring 1988

University of Northern Iowa Alumni Association

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Northern Iowa

Nonpareil

Spring 1988



The educated minority

MACHINE TOOL



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Cover: Walter Cunningham, B.A. '66, M.A. '71, principal of East High School, Waterloo, has inspired many minorities to pursue a college education. (story page 6)

The Northern Iowa

Nonpareil

Volume 72, Number 2
Spring 1988

Nonpareil, the new name of the University of Northern Iowa alumni magazine, means "having no equal." It signifies the uniqueness of the University, the Northern Iowa Alumni Association and you, the alumni and friends.

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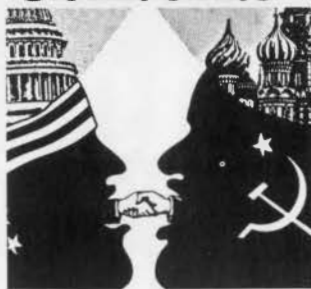
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Wheeling and dealing:



Merri V. Moser

The U.S. and U.S.S.R. talk treaty

by Timothy O'Connor

In late May and early June President Ronald Reagan and General Secretary M.S. Gorbachev will hold their fourth and probably last summit. Even if the two leaders do not sign a major political accord, such as the intermediate-range nuclear forces (INF) treaty concluded in Washington last December, this meeting will help institutionalize regular summits between the United States and the Soviet Union. Professional diplomats are often skeptical of summits, arguing that heads of state do not have the experience or knowledge for detailed negotiations and that the public, by expecting substantial, positive results, increases pressure on the participants to reach agreements. Yet the summits between Reagan and Gorbachev, even when they fail, as occurred at their second meeting in Reykjavik in October 1986, have improved Soviet-American relations. Since their first meeting in Geneva in November 1985, they have established a tradition of holding yearly summits, and it will be difficult for the next American administration to avoid annual high level conferences with the Soviet leadership.

Reagan's trip to Moscow will mark the initial visit to the Soviet Union by an American chief executive since President Gerald R. Ford traveled to Vladivostok to confer with General Secretary L.I. Brezhnev in November 1974. It is interesting and ironical that Reagan and Gorbachev have met so frequently, for on first inspection they are strikingly different. They represent a reversal of roles: Reagan is the ideologue, while Gorbachev is the pragmatist. Yet each has used foreign affairs to leverage greater political clout against complex and troubling domestic issues. Reagan, in an effort to record some positive accomplishments during a dismal second term and divert attention from corruption and deficits, has cautiously moved from the far right to the middle in grudgingly accepting the Soviets as political equals. Gorbachev, determined to push ahead with his revolutionary policy of *perestroika* (restructuring), has effectively employed his international popularity and diplomatic initiatives against domestic

opponents, making it difficult for even his most outspoken critics to challenge him openly. Reagan and Gorbachev need each other politically, and their personal relations have helped create the best opportunity to reduce and possibly eliminate Soviet-American confrontation since World War II.

On some level Reagan and Gorbachev probably admire or at least respect each other. In spite of their ideological opposition and different cultural backgrounds, in several important ways their political styles are similar. Gorbachev, like Reagan, is an able public speaker and understands the significance of cadence, pitch, and tone. Each adroitly manipulates the media, especially television, to diffuse criticism and rally support for domestic and foreign policies. Finally, each has considerable will power, self-discipline, and the ability to pursue goals persistently. While it would be a mistake to exaggerate these similarities, given the large differences between them, their personal interaction has subtly shaped Soviet-American relations.

In reaching agreement with the Soviets on some issues, like the INF treaty, Reagan has encountered a great deal of opposition from an influential element in the Republican party. His critics contend that, if Gorbachev successfully revitalizes the Soviet economy, the Soviet Union will become an even more formidable opponent of the United States, as he intends to transform his country into a twenty-first century Japan. According to this view, therefore, it would be detrimental to American interests for Reagan to assist Gorbachev with *perestroika*. This position is based on the erroneous assumption that American policy makers can modify and even direct the development of Soviet society. Gorbachev's attempt to institutionalize profound cultural, economic, and technological changes is the result of internal considerations and needs, not pressure from abroad. Still, although Americans can have virtually no impact on events in the Soviet Union, they ought to wish him well, for if he succeeds Soviet-American affairs will be more orderly, predictable, and secure.

Despite unsettled issues, it is conceivable that genuine Soviet-American detente might blossom for the duration of the century.

As they have done in the past, at the Moscow summit Reagan and Gorbachev will focus on four broad areas — arms control, regional conflicts, human rights, and bilateral cultural, economic, and scientific contacts. Gorbachev is sincerely interested in arms control, a conclusion that the Reagan administration reached only on the eve of the December 1987 summit, to divert human and material resources from the military-industrial complex to communications and consumer industries. Like American society, Soviet society needs to modernize its economic infrastructure, and a costly arms race impedes this process. During the 1970s and early 1980s, when the Soviet Union achieved military parity with the United States, the Central Intelligence Agency (CIA) originally estimated that the Soviet government spent about 14 percent of the gross national product (GNP) on defense, while over the same period American administrations invested approximately 7 percent. Yet according to Soviet statistics released last year that Gorbachev corroborated in a speech to the central committee of the Communist party in February 1988, Soviet defense spending was probably significantly higher, closer to 20 percent and possibly even as high as 25 to 35 percent. In this speech Gorbachev bluntly acknowledged that economic reform could not sustain such a level of military expenditure.

It is possible but most unlikely that American and Soviet negotiators can conclude an accord in the current strategic arms reduction talks (START) before the Moscow summit. Although both sides have accepted a 50 percent reduction in their strategic nuclear warheads, two problems remain unresolved. First, even though the INF treaty established stringent verification measures, it made the procedure easier by abolishing two entire classes of nuclear weapons. A partial reduction of strategic forces would be more difficult to monitor than their complete elimination. Second, in Washington Reagan and Gorbachev agreed to disagree about the strategic defense initiative (SDI), commonly called "star wars." The Soviets will not reduce their arsenal of large, land-based intercontinental ballistic missiles until they are convinced that the Americans will

limit the testing and deployment of SDI. Therefore, the Soviets have called for a strict, traditional interpretation (no testing or deployment) of the May 1972 antiballistic missile (ABM) treaty. The Reagan administration has been operating under a broader interpretation that permits testing of missile components.

The upcoming summit will probably give greater impetus to negotiations between the North Atlantic Treaty Organization, NATO, (a military alliance between the U.S. and many western European countries) and the Warsaw Pact (a military alliance between the Soviet Union and most eastern European countries) on conventional weaponry. Given the diversified (asymmetrical) forces at their disposal, it is uncertain that the Warsaw Pact is superior to NATO, as some Western observers charge. Furthermore, the INF treaty is not a prelude to a Soviet invasion of Western Europe or a ploy to undermine NATO. Frank discussions on conventional arms should occur, but Gorbachev needs NATO, for it provides stability in Europe, and the Soviets have never intended to invade Western Europe. In this respect Eastern Europe was the end, not the beginning, of Soviet expansion after World War II.

The Soviet Union and the United States have been staging talks on regional, that is, Third World, conflicts since 1984. Summit discussions will heighten aspirations to ease tensions in Africa, Central America, and the Middle East, especially after Afghanistan, Pakistan, the Soviet Union, and the United States signed agreements on April 14, 1988 providing for the withdrawal of Soviet troops from Afghanistan. Although some provisions of the accords are imprecise and vague and fighting in the country will surely continue, Afghanistan could become a model for the resolution of other superpower disputes in the Third World.

Reagan will raise human rights issues with Gorbachev in Moscow. Whereas once the Soviets were reluctant to respond to these American concerns, Gorbachev's policy of *glasnost* (openness) has created a dialogue for their discussion over the last three years. The two leaders would improve mutual cooperation and understanding if together they would address human rights abuses throughout the world.



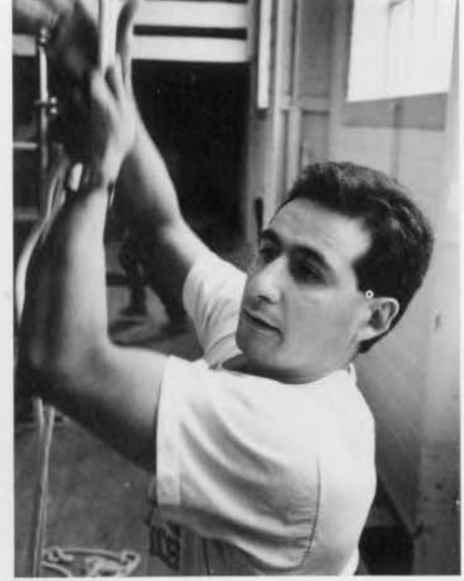
Timothy E. O'Connor, associate professor, University of Northern Iowa, is a specialist in late imperial Russian and Soviet history.

Finally, bilateral cultural, economic, and scientific contacts will probably constitute the area of greatest progress at the Moscow summit. Recently expanded and new academic exchanges make it much easier for American Slavists to conduct research in the Soviet Union, and there has been a substantial increase in the quota of American undergraduate and graduate students for in-country language training. Soviets interested in American life and society are traveling to the United States in larger numbers to study

American English, history, and literature, and this trend will undoubtedly continue. Current and planned scientific collaboration, such as a project for the joint exploration of Mars in the 1990s, has already restored and even to some extent surpassed the dialogue of the 1970s.

On April 13, 1988 the newly formed American Trade Consortium (ATC), which consists of seven American corporations, signed a protocol of intentions with its Soviet counterpart, the Soviet Foreign Economic Consortium (SFEC). The ATC member companies (Archer Daniels Midland, Chevron, Eastman Kodak, Ford Motor, Johnson and Johnson, Mercator, and RJR Nabisco) will be able to negotiate specific joint-venture agreements with Soviet enterprises. The Soviets have assigned priority for foreign investment to the following economic sectors: food and agribusiness; energy; chemicals; pharmaceuticals and health care products; medical equipment and supplies; automotive; and consumer goods and services. The Soviet Union is potentially the largest untapped market in the world, and the Moscow summit could stimulate even more Soviet-American economic activity.

Even if ideological differences somehow could be put aside, geopolitical realities would make it extremely difficult for the superpowers to avoid economic and political competition. Yet such competition is preferable to military confrontation in the nuclear age, and the Reagan-Gorbachev summits have contributed to a relaxation of tension between the United States and the Soviet Union. Assuming that the Senate ratifies the INF treaty and even without a START accord, the Moscow summit should further reinforce stability in Soviet-American relations, for internal socioeconomic problems have led the two countries to a greater degree of mutual understanding and even cooperation than at any time since 1945. This twentieth-century diplomatic revolution has already acquired considerable momentum, given the generally favorable public response on both sides of the Atlantic Ocean. Despite unsettled issues, it is conceivable that genuine Soviet-American detente might blossom for the duration of the century. **N**



The faces of races in education

by Debbie Blake, editor

1968 was a pivotal year in America. The Reverend Martin Luther King, Jr. was assassinated and rioting broke out in cities nationwide. College campuses, already the scene of anti-war protests, became rife with sit-ins and marches advocating racial equality.

At the University of Northern Iowa, students known as the "UNI Seven," organized the Black Student Union and staged a sit-in inside the President's home. Several students were expelled from the University but not before another protest was staged on top of the Union.

The protests spurred action by the University administration to form

support programs for minority students and to actively recruit high school students to attend the University. Twenty years later, increased support and recruitment of minorities has again become a University priority (see story page 11).

The following article is a historical perspective of minorities at Northern Iowa as seen through the lives of three alumni. The common thread that emerges in their stories is the will to succeed regardless of barriers and the support they received from key University of Northern Iowa administrators.



Walter Cunningham in his office at East High School, Waterloo.

The long index finger was pointed straight at me as the piercing brown eyes held my gaze. I felt like the guilty student being brought before the principal for punishment.

"No excuses. That's what I tell my students. Don't give me excuses."

For Walter Cunningham, B.A. '66, M.A. '71, principal at Waterloo's East High School, those words are the creed he practices and preaches.

Cunningham doesn't mince words when describing his philosophy of success. "I'm not going to sit back and let someone else make moves for me. I'm going to do it for myself. If there's a hurdle, I'm going over it. If I can't go over it, I'm going around it or I'm going to break it down. Whatever it takes, I'll do it.

"I'm not saying there aren't problems out there," he says acknowledging the existence of racism. "I'm just saying if you don't stop crying and start acting, nothing's going to change."

Using the example of the ACT test required of college-bound high school students, that some call culturally biased, Cunningham says, "I just tell my sons to get in gear and study for it. Don't cry about it being biased. Don't give me excuses for not doing well. Study for it."

As a student at the University of Northern Iowa, Cunningham recalls the assistance he received from financial aids director Dennis Jensen. "He saved me several times. I got married during school and the babies were coming faster than I

wanted. I was working several jobs and taking classes for a double major. I just couldn't keep up. He helped me get the loans to continue."

Cunningham remembers being sensitive about being one of the few blacks on campus, but says he didn't encounter any racism. "I made sure that I was the first person in the classroom because I was sensitive about sitting next to someone, wondering if they were going to be offended. So I figured if I got there first and someone sat beside me then it was by choice."

Following graduation with a teaching degree in chemistry and mathematics, Cunningham was hired as a teacher in the Waterloo school system. In 1969, the school district found itself in a crisis. Black students at East High, a school with a 20 percent black population and located in a relatively black neighborhood, were threatening a walk out. Cunningham, who was involved with the volunteer Neighborhood Youth Corps, was recruited by the system administration to defuse the situation.

"They sent me over to East because I knew all those students by name from working with them in the Youth Corps. When I got into the building, the teachers and all the other administrators left. They just left me alone in that big building with those angry students," he remembers. "But I talked them out of leaving and advised them to use peaceful means to get results."

After that, Cunningham was



Trina Creighton hosts the annual telethon for muscular dystrophy at KMTV, Omaha.

assigned to East High as an assistant administrator. "I got the responsibility but no raise, so I decided to go back to UNI for my master's degree."

Along with taking graduate classes, Cunningham served as the director of the recently created on-campus Educational Opportunity Program (EOP), designed to aid disadvantaged minority students in adjusting to college. He coordinated the schedules of tutors and counselors and taught a special section of general math.

Cunningham then became assistant principal of Logan Junior High School in Waterloo, advancing to assistant principal of Central High School, then principal of Logan, and finally, principal of East High School where he has served for 12 years. He is currently completing his dissertation for a Doctor of Education degree of Northern Iowa.

"I'm a firm believer in helping

others get an education. Everyone has a stake in minority education because the minority population is increasing and the young people we are educating now will be involved in running the country in the future," he concludes.

Trina Creighton, B.A. '73, television news anchor at KMTV in Omaha, Nebraska, was one of the students involved in the campus protests in 1969. "I even had my picture on the front page of the campus newspaper. I had a big Afro then and everything," she laughs.

"I didn't think of myself as a radical, but I'm not a conformist either. I wanted to express my feelings so I went along with the organized activities."

Her husband, Leon Creighton who attended UNI at the same time, (he later dropped out when the two

Too many people suffer from excusitis. They throw up roadblocks for themselves and allow other people to influence them.

were married) quickly interjects. "Yeah, it was because of Trina that other students didn't get harsher punishment. She was well-liked and respected by the faculty and administration."

Both remember the late 60s as a time of commonality among blacks and whites on campus. "The University went out of its way to recruit blacks. And there was more awareness of discrimination, so I didn't see much of it," Trina says. "I felt that the professors were sincere and concerned about their students. I received a good education."

Creighton first became associated with Northern Iowa as a junior in high school when she joined Upward Bound, a program for minorities who want to attend college administered through the Educational Opportunity Program. Through Upward Bound, Trina received an art scholarship "because I painted a picture that showed promise." However, she pursued a degree in speech education.

Trina remembers Dennis Jensen, financial aids director, as being "really good to me. Leon and I got married when we were sophomores. Mr. Jensen wanted us to stay in school. He did everything he could to help us. He was fair and he cared."

Following graduation, Creighton taught speech and drama for five years at West Junior High School in Waterloo, a school that had just been integrated. She also served on a human relations team formed by the school district that traveled around the midwest giving seminars on effective school integration.

Creighton's career took a turn while she was pursuing a master's degree at Northern Iowa. One day while listening to the new black owned and operated Waterloo radio station, KBBG, she commented to a friend that she could "do better than that announcer." Her friend told her to try it. And Creighton did, volunteering her time as an announcer. She also began producing a program called "Diamond HEW" (Health, Education and Welfare) discussing problems and concerns of the black community.

"I became consumed with it. My husband was so upset with me. He kept saying 'you have a college education.' But I loved what I was doing and I wasn't going to let anyone talk me out of it."

When the paid position of news director became available at KBBG, Creighton quit school to work fulltime. Then her husband was transferred to Des Moines with

Northwestern Bell and Creighton saw a chance to advance. "I told Leon I was going to work for a TV station and he thought I was crazy. But before we left Waterloo, I had a job with a Des Moines radio station and within two years I was working for WHO TV."

While Creighton acknowledges that there's a long way to go in race relations, she says a positive attitude can overcome any barrier. "When I give speeches I tell people, 'don't let anyone tell you you can't do something!'"

"I've interviewed lots of famous people like Oprah Winfrey and Michael J. Fox and those people are successes because they're positive."

"Oprah told me, 'I always knew I was going to be a star,' and I didn't take that as conceit because I knew what she meant. I'm where I am today because I directed myself and didn't let anything get in my way."

"Too many people suffer from excusitis. They throw up roadblocks for themselves and allow other people to influence them."

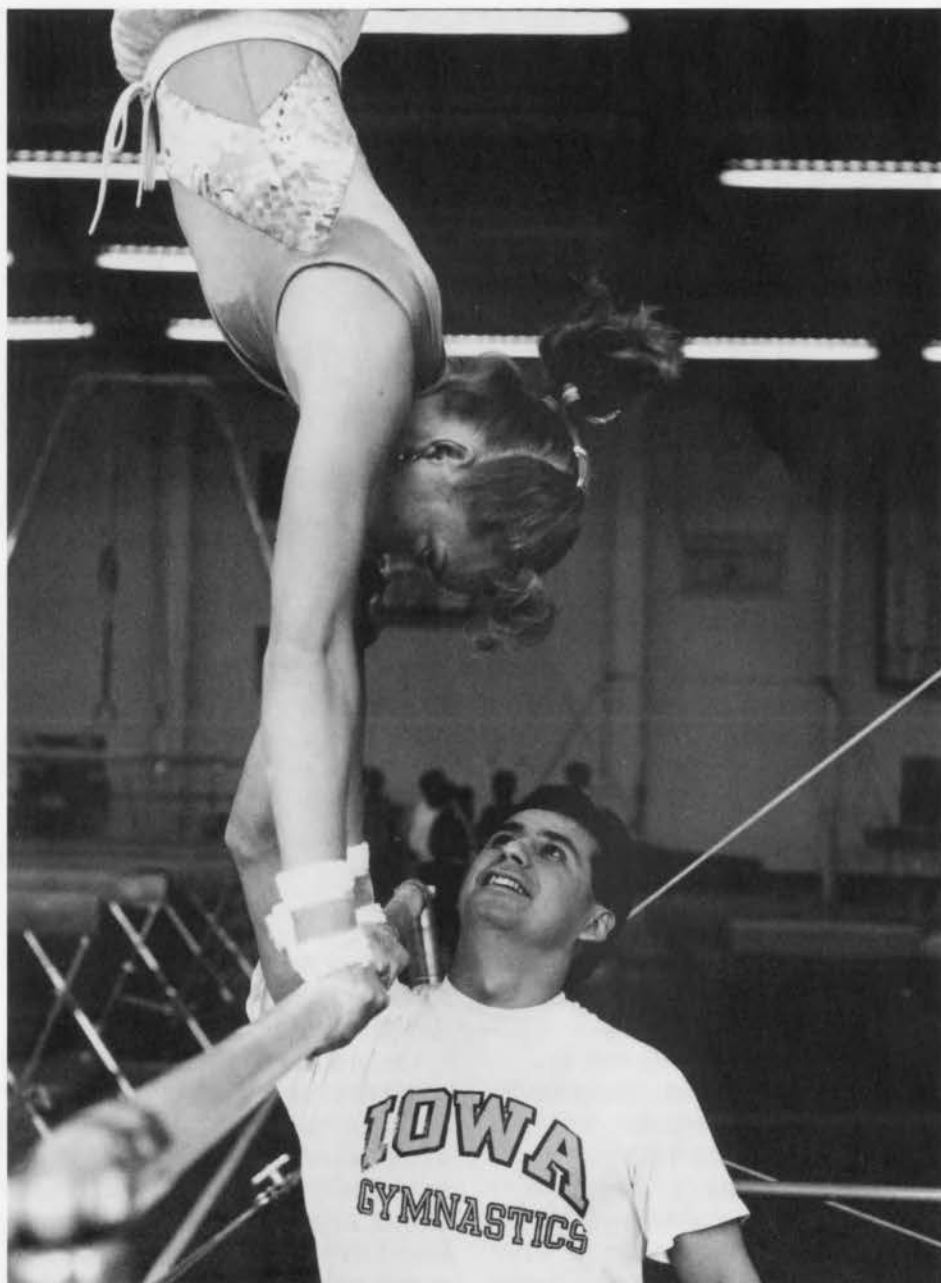
Leon shakes his head as Trina relates her philosophy. "It's still amazing to me that she stated her goals so clearly and then achieved them in such a short time. I've certainly been influenced positively by her attitude."

Jesus Vazquez, B.A. '83, assistant women's gymnastics coach at the University of Iowa, is the only University of Northern Iowa gymnast who is an All American and who qualified for national tournament competition. He is proud of his athletic accomplishments. He is just as proud that he graduated — a fact that was in doubt several times during his scholastic career. He credits his successful completion to the Educational Opportunity Program and specifically to Juanita Wright, minority admissions coordinator, who helped him through the rough times.

Vazquez received good grades in high school and had a good ACT score, so when he received poor grades in college classes he couldn't understand why. In retrospect he believes there were several factors. Various sports-related injuries that required surgery kept him out of class for periods of time. In addition, he was pursuing a pre-veterinary medicine emphasis and the chemistry classes were difficult for him. Another contributing factor was the loss of the strong support system he had enjoyed as one of nine children with a close relationship to his mother.

Vazquez remembers his mother being concerned about him at one point when he was ready to quit. "She came to visit me. She really wanted me to get a degree. She kept telling me 'you don't want to end up like your father working in a meat packing plant the rest of your life.'"

Finally his coach recommended that he seek help from EOP. With the aid of tutors he soon realized that he had developed poor study techniques. At the same time, he



Jesus Vazquez helps gymnast Robyn Zussman during a workout at the University of Iowa.

met Juanita Wright who became his counselor and friend.

Through counseling with Wright, Vazquez decided to change his major to health education with a teaching degree. After six years of attending classes and accumulating nearly 170 credit hours (124 hours is the minimum necessary to graduate), Vazquez graduated in 1983.

"I don't think I would have graduated if Juanita hadn't set me straight. She was instrumental in helping me get a hold on my life and my studies," he says.

"Most importantly, I realized that I had to be responsible for my life. Other people guided me, but they didn't do my studying for me. Now I tell the students that I coach: 'You can't create scapegoats. You can't blame anyone but yourself. No one can intimidate you except yourself. Be accountable. Go get help if you need it.'

"I could have gone to a bigger school closer to home and been a better gymnast, but I wouldn't have become a better person like I did at UNI." N

Minority education: looking ahead to 1991

When racial tension erupted on the University of Northern Iowa campus in 1969 a team of faculty members and a graduate student had already acted to increase minority enrollment. The protests served to crystalize a recruitment and support program that eventually became known as the Educational Opportunity Program and Special Community Services (EOP/SCS), still in existence today.

The program consists of an on-campus counseling and tutorial program, a high school recruitment program for disadvantaged students, an outreach center in Waterloo known as UNI-CUE (Center for Urban Education), and the Ethnic Minority Cultural and Educational Center located on campus.

When the first group of 12 disadvantaged minority students were enrolled in the summer of 1968, few support services other than financial aid were provided. It soon became obvious that merely bringing the students to campus would not guarantee their success.

The concerns and problems that face minority students, while not unique to this group, collectively hinder progress and limit their chances for success. Examples include isolation from the family network, financial problems, poor study habits, inadequate preparation in high school for college classes, poor concept of success, and few role models resulting in a limited view of what's achievable.

The services offered to meet students needs include academic

advising and counseling, personal and career counseling, tutoring, course selection and registration, and financial aid counseling and advising.

Twenty years after the first minorities were actively recruited, a renewed emphasis has been placed on increasing the diversity of students on campus. In March of 1987 the Iowa State Board of Regents adopted a minority recruitment plan that calls for the three state universities to increase minority student enrollment to 8.5 percent by 1991.

This ambitious goal was the result of a year-long study by a board-appointed committee that found nationwide minority enrollment in higher education at 17 percent. The 8.5 percent goal established for Regent universities is half of the national figure.

The University of Northern Iowa had a spring enrollment of 245 minority students or 2.1 percent of the total enrollment of 11,431. Recruitment and retention are the major emphases of an extensive plan adopted by the University to meet the 8.5 percent goal. One element of the program includes the identification and recruitment of minority students in the high schools by individual departments.

For example, the College of Education has devised a Minority Future Teachers Program to encourage, promote and support minority students to enter the teaching profession. Five school districts — Waterloo, Davenport, Cedar Rapids, Des Moines and Sioux City — have been contacted to participate in

identifying students in grades 6-7 who have an interest in teaching and exhibit potential.

The College would work with these students through high school to prepare them for college and upon graduation they would be guaranteed admission to Northern Iowa provided they meet current admission standards. In addition, the University and possibly the school districts would provide financial aid to the students.

University support would most likely to be a scholarship, while the school districts are considering offering loans that would be forgiven if the students returned to teach in their home school district.

Similar programs will explore the identification and recruitment of high school students who want to pursue careers in business, construction, communication, social work and others.

Other elements of the plan include: special campus visitation programs to acquaint minority students with college survival skills, academic preparation necessary for admission and the UNI campus; a videotape to inform and excite students about the University; and outreach programs that utilize alumni, veterans and community agencies as networks to identify and recruit minorities.

Finally, the position of minority recruitment coordinator has been created in the Office of Admissions to serve as a liaison to develop and coordinate programs to increase minority student enrollment.

Model UN molds international minds

by Debbie Blake, editor

Cultural differences, religious beliefs, political precepts — these are elements that influence the international scenario of the United Nations.

Kidnappings, contra raids, and embassy bombings are examples of urgent issues that are resolved. The rights of women, international measures to control AIDS, and the rights, roles and responsibilities of embassy personnel are less immediate but equally important matters considered.

Whether in New York or Cedar Falls, at the real United Nations or the Iowa High School Model UN, the topics of concern are the same and the debate just as serious.

In a small, brightly lit room in the lower level of the Union representatives of 15 countries are involved in polite, but intense discussion.

The Security Council of the Iowa High School Model United Nations has just finished voting on its final resolution. The delegates are packing up their briefcases preparing to leave when an announcement is made that

electrifies the room. A disturbance outside the Berlin Wall has resulted in a skirmish between East German and West German soldiers.

The details of the skirmish are explained as follows: A group of West Germans were protesting outside the Berlin Wall when one of the protesters tried to cross it. East German border patrol soldiers shot and killed the protester which resulted in crossfire between East and West German guards.

Members of the Security Council acted quickly by bringing a cease fire resolution to the floor. The United States delegates balked at approving it and when the resolution was brought to a vote, the U.S. delegate abstained. The measure was passed and the Council adjourned for lunch.

The Security Council, comprised of 15 members of the United Nations including five permanent members — the United States, Soviet Union, Peoples Republic of China,

Great Britain and Northern Ireland — is dedicated to maintaining international peace and security. The five permanent members elect other countries to serve two year terms. The "Big Five" also hold veto rights, which means that if any of the five veto a measure it is instantly defeated.

When Council members returned after lunch, the situation had escalated. Soviet Union tanks had invaded West Germany. Another cease fire resolution was brought to the floor and this time the Soviet Union was hesitant to accept it without provision.

"We already tried a cease fire and the United States didn't honor it. How can we trust them not to violate it again? My country can't accept an unconditional cease fire," declared the USSR's head delegate, Chad Reed.

The discussion waged back and forth with many countries urging the Soviet Union to accept a cease fire because



"it's better than nothing." When the vote was called, however, the Soviet Union decided to veto the resolution "with rights" enabling Reed to give his reasons for the dissenting vote. There were groans from the other members of the Council as the veto doomed the resolution and the 1988 session was adjourned.

"I sure didn't win any friends by doing that," Reed said later. "But I had to do what I thought the Soviet Union would have."

In contrast to the intimate setting of the Security Council, the General Assembly, comprised of up to five representatives of each member nation, meets in a huge hall (West Gymnasium) filled with row upon row of white covered tables. The room is filled with the low hum of continual discussion as delegates court support from other countries for resolution amendments. Sometimes the low hum becomes a buzz causing the President of the Assembly to ask for quiet. His voice from the microphone resonates over all others as action on each resolution continues.

"Amendment number five-c has just been introduced by the delegate from Iran and seconded by Indonesia. The amendment reads, 'delete the words genuine democracy in actuating clause number four and substitute legitimate democratic rule.'

"Is there a speaker in favor of this amendment?"

A delegate from the USSR approached me. "We're going to make a strategy move when the next resolution comes up," Angie Helscher confided in a hushed voice. "We're going to question the competency of the body to rule on the Law of the Sea Treaty resolution. We have a copy of the treaty but no one else does and we think the resolution is redundant. The treaty is already accepted as law so why consider a resolution that states the same things," she explained.

As in the Security Council, the USSR is a major force, wielding considerable power among the Soviet bloc countries and others.

When the Law of the Sea Treaty was introduced, Julie Greter, USSR head delegate, acted quickly to remove it from consideration. She and Helscher had already marshalled support from 60 nations who allowed her to gain the floor. "I question the competence of this body to rule on this resolution because it is already contained in another document that has been accepted as law," Greter stated in proposing the unusual maneuver.

Because the issue was a procedural matter, the President of the Assembly and the Head Legal Counsel



Julie Greter (left) and Angie Helscher (right) plan a strategy move.

ruled on the request. "The head legal counsel and I have conferred and decided that the body is competent to rule on this issue. To eliminate confusion, the word 'treaty' will be removed from the title of the resolution.

"Now discussion can proceed as usual. I need a speaker in favor and a speaker opposed to the resolution."

The ruling of the President was final; discussion on the resolution progressed and one hour later it was adopted with minor changes. Greter and Helscher were dismayed. They had wanted to eliminate discussion of what they considered an irrelevant issue so the General Assembly could move on to more important matters such as an international policy on the rights of women.

The Iowa High School Model United Nations may be a simulation of the real thing, but everyone who participates takes it seriously. In fact, resolutions approved by the group are forwarded to New York City to be reviewed by actual United Nations representatives.

Every other day of the year, Chad Reed, Julie Greter and Angie Helscher are students at Keota High School. But from April 14-16, 1988 they became citizens and representatives of the USSR. And for nine months prior to the event they immersed themselves in the study of Russian policy and ideology in order to effectively play the role of Russian diplomats.

At Keota High School, students who participate in Model UN are members of an elite group. According to advisor Dave Fish, the students must undergo a stringent application process that includes a test, personal interview, and a faculty reference. Many are members of the school's speech team and have participated in public speaking events. Participating in the Model UN program is an extracurricular activity that provides them with three to four hours of credit and involved hundreds of hours of preparation.



Chad Reed (center seated) confers with other delegates during a break in Security Council proceedings.

For these highly motivated students, the selection process is the easy part. The real work begins when assignments for countries are made to each high school in the state. Although a small school system (113 students in grades 10-12), Keota has been active in the Model UN program since 1975 and is considered one of the most accomplished schools participating in the University of Northern Iowa program. An assignment to represent a Big Five country, such as the USSR or the United States, is considered proof of previous accomplishment.

Keota is an exceptional case; 24 students of the total high school enrollment of 113 are involved with Model UN. In fact, so many students were interested and qualified that last spring Fish decided to apply to represent two separate countries, the USSR and Ukraine SSR.

When Fish was notified that the school had been awarded the two countries in May 1987, the first step was to write the Russian embassy for information about each country. Because of a contact made at the 1986 Model UN conference, Keota's Julie Gretter had a direct line to the embassy. Gretter had met Igor Khalevinskiy, the Russian ambassador to the United States and 1987

Model UN keynote speaker, through her sister, UNI student, Amy Gretter who is a member of the Model UN organizing team on campus. Khalevinskiy was impressed by the two sisters' knowledge of UN procedures.

Julie wrote to him for information and, remembering their meeting from a year earlier, he agreed to supply her with information weekly from United Nations proceedings, speeches and policy statements given by Russian officials and other pertinent information.

"It was almost overwhelming," Fish notes. "It was more than we could use, but it was helpful to have such good cooperation."

Over the summer and early in the fall, the students read and studied everything available about the USSR and Ukraine SSR to become familiar with the countries' policies and beliefs and those of other Soviet bloc countries. The high school buys a subscription to *Newsweek* magazine for each participating student providing weekly updates and analyses of international affairs.

Next, research begins on the topics to be discussed by each of the UN's permanent councils: Security Council, Economic and Social Council (ECOSOC); and ad hoc committees: Social, Humanitarian and Cultural; Disarmament; and Special Political.

Topics, current international issues, are chosen by the Secretariat (see "The Making of the Model UN," page 17), that members of each committee and council research and write resolutions about to be considered by the General Assembly, the UN's mass meeting of delegates.

For example, the Disarmament Committee topics were: limitations of conventional arms sales, militarization of outer space, and reevaluation of the nuclear non-proliferation treaty of 1968. Security Council topics were: establishing peace and security in the Central American region, the formal call for Soviet evacuation of Afghanistan, Iran-Iraq peace plan, and Libya-Chad disagreement concerning colonial boundaries.

The topics considered by the Economic and Social Council were: establishing a universal minimum wage, measures to restructure the debt of developing nations, multinational corporation — should UNESCO code of conduct be adopted, and declaration of rights of children. The Social, Humanitarian and Cultural Committee topics were: AIDS and human rights —

Model UN gave me a real world view. It opened up all kinds of information and learning experiences to me.

international measures to control and prevent the spread of AIDS, the status of women.

The Special Political Committee considered the following topics: embassy — the rights, roles and responsibilities of the personnel of the embassy and host nations, policy and control of international inland waterways. The Political and Security Committee topics were: rights of passage of neutral parties through zones of conflict and the Law of the Sea Treaty.

The Keota students take a field trip on a Saturday in November to the University of Iowa library (Keota is 40 miles from Iowa City) to research their topics. According to Fish, "Each student brings along two rolls of nickles and they go wild making copies of pertinent documents, speeches and news articles."

By early December, the research is completed and the resolutions are written over the holiday vacation. Resolutions on each topic are submitted to the members of the Secretariat at the University of Northern Iowa for consideration. Those that meet the criteria of proper wording and relatedness to the policies of the submitting country are accepted for discussion at the conference.

The accepted resolutions are printed in booklets and sent to each high school about two months prior to the conference. Of 16 resolutions submitted by Keota students, 10 were accepted. The high school students then begin an active letter writing campaign to other schools representing the Soviet bloc countries soliciting their support for USSR resolutions.

"It's important for the students to get their resolutions written early because sometimes a similar resolution may be submitted by a student from another school and that one gets accepted first," Fish says.

"It's pretty hard on the students when they've done all that research only to have their resolution rejected because it wasn't submitted early enough. Usually this happens to the freshmen and sophomores because they procrastinate."

Beginning in January until the conference is held, the

Keota students hold mock assemblies where each student presents his or her resolution before the group. Fish and the other students represent other countries and offer arguments that the presenting student must respond to just as occurs at the actual event. Parliamentary rules are also followed to familiarize the students with procedure.

The conference itself can be an intimidating experience. Held on the University of Northern Iowa campus, the committees meet in various locations requiring first time participants to negotiate their way in unfamiliar territory. In addition, the students must be prepared to speak in front of large groups of their peers.

Angie Helscher describes it as "a great learning experience. I was shy and afraid to talk to people when I was a freshman. Model UN forced me to meet new people and grow as a person. I realized that I have a lot in common with others.

"It opened my mind to an international perspective that I think is very important."

Julie Gretter agrees, "Model UN gave me a real world view. It opened up all kinds of information and learning experiences to me. From corresponding with Igor Khalevinskiy, the Russian diplomat, I became interested in foreign languages and international affairs and may consider pursuing that as a career."

Fish, who was involved in Model UN in 1967 when he was in high school, is a firm advocate of the program. "One thing the students get out of this is an understanding of how the world operates. I firmly believe that's the first step toward living in peace. We live in a global world and a global economy that requires an understanding of international affairs."

He also believes the students become better citizens. "I hear my students discussing world problems in other classes and with faculty members. I know that they're reading *Newsweek* and it's only natural then for them to be aware of problems in our country and want to work toward a solution." N

The Making of the Model UN

The flip side of learning associated with the Model UN Conference takes place at the University of Northern Iowa where college students plan and execute the entire program.

The leaders of the group are called the Secretariat, a title taken from the real United Nations signifying its organizational leaders. The UNI Secretariat consists of 10 leaders who manage and train 15-20 other students and oversee the organization of the event.

They are volunteers who devote countless hours each semester to researching and devising the topics that are presented to the high school students, making arrangements for the event on campus, evaluating the resolutions from the high school students, publishing the resolutions in booklet form and sending them to each high school, and learning and practicing the rules for conducting the committee meetings and general assemblies during the conference.

The All College Conference on International Affairs, predecessor to the Iowa High School Model UN Conference, was started in 1961 by George Poage, emeritus professor of history and humanities (1954-1982). Shortly after, Poage heard that a Midwest Model UN Association was being formed in St. Louis. He attended a meeting and came back to Cedar Falls prepared to start a program here.

In the spring of 1965, the first Model UN conference was held at UNI with 45 high schools participating. Poage remembers that Dave Nagle, currently serving as Iowa's Third District Representative to Congress, was the first President of the General Assembly.

That first year, Poage put together the whole show by himself. "I assembled all the materials in my basement," he recalls, "including the 60-page handbook. I told myself 'never again' and the next year I recruited college students to organize it."



Poage's involvement in the Model UN program quickly became national in scope. He was asked to serve on the board of directors of the Model United Nations Association of the United States and the Council on International Relations and United Nations Affairs (CIRUNA).

The UNI Model UN became known across the nation as a very successful venture and when Poage organized the National High School Model United Nations Association, in 1966-67, the UNI students "took it over."

With a chuckle he recalls, "We became known as the 'UNI Mafia' because we controlled the national organization for a number of years. We just had so many students with terrific talent that it was a shame not to let them be involved."

Amy Gretter, Secretary General of the 1988 Model UN, a graduate of Keota High School and senior marketing major at Northern Iowa, has been on both sides of the fence. Active as a high school student in Keota, Gretter didn't plan on being involved at the collegiate level until a friend recruited her to help. Since then she has assumed additional responsibilities each year leading to her current position as head of the organization.

Gretter, the recipient of the George Poage Award, a one semester tuition grant that she received on a vote of her peers, believes her efforts gave her valuable management experience. "Being involved with organizing this program and directing other people has definitely helped my managing skills. It's provided a real world experience that will be an asset in whatever career I pursue."

Poage, too, emphasizes the dual benefit for both high school and college students. "It's an intensive learning experience — an excellent way to learn about international affairs and for the college students there's the added benefit of planning, organizing and budgeting for a major event."

Campus News

Legislature acts favorably on funding requests

by Steve Jones
Graduate Assistant

The University of Northern Iowa community will experience additional warmth, visibility and program funding thanks to the 1988 Iowa Legislature.

The warmth will come from a new \$11.1 million boiler for Power Plant II, the visibility from new promotional purple and gold license plates and the funding is for new and existing programs.

"It was an exceptionally good year for the University of Northern Iowa, given the general condition of the state's budget," says Pat Geadelmann, B.A. '70, director of state relations. "I think we did very well during the legislative session."

The provision for funding the boiler is included in the \$634 million education appropriation bill. The first \$11.1 million in the state treasury above the anticipated fiscal year ending balance of \$61.7 million goes to the boiler. The next \$1 million will go to fire safety improvements at Northern Iowa and the other state universities.

The boiler was a hot (and sometimes cold) issue on campus last winter. When the main boiler broke down, two smaller "package boilers" were used, but not enough power was generated to meet the energy demands of the University. Inside temperatures lowered, and for a couple days, students wearing coats were a common sight in some classrooms.

"If the full \$11.1 million is not available this fiscal year, then the remainder will come next year," says Geadelmann.

A less significant — but perhaps more visible — result of this year's session was the creation of collegiate vehicle license plates in the school colors of the three state



universities. Northern Iowa's purple and gold version will contain the letters "UNI" and four numerals. In addition to the regular licensing fee, the plates will cost \$25 for registration plus a \$25 collegiate plate fee, which will be used for scholarships.

Lawmakers enacted legislation which could create the Center for Early Developmental Education at Northern Iowa. The bill authorizes the Board of Regents to "develop a center for early development education at one of its institutions" whose "programs shall be conducted in a laboratory school setting to serve as a model for early childhood education," including programs designed to help "at risk" children, those not likely to finish school.

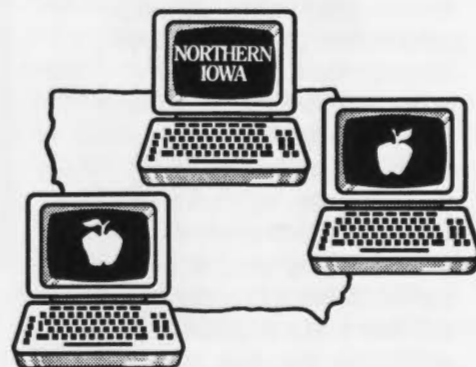
Price Laboratory School on the Northern Iowa campus is the only teaching laboratory school in Iowa. Because of the University's heritage in education, Geadelmann says, "It's appropriate that the center would come here."

Thomas Switzer, dean of Northern Iowa's College of Education, notes the University "has on its campus one of the finest collections of quality early developmental learning programs that exists anywhere in the United States. These programs need to be brought together into a National Center for Early Developmental Education so that their expertise can serve as a guide for the nation as programming for young children evolves."

In other developments, the University was allocated funds from several sources including \$460,000 in equity adjustment money to maintain and support academic programs.

"We're very pleased with this," notes Geadelmann. "We are gratified by the General Assembly's recognition of the need for an adjustment in our funding base due to historic underfunding compared to the other state universities."

"The Board of Regents recommended a \$1 million adjustment, and we will work to get the remainder next year."



Part of a \$750,000 appropriation for teacher preparation projects will come to Northern Iowa. A piece of the University's share, to be determined, will help develop a computer network between Northern Iowa and classrooms around the state. Geadelmann says this computer linkage could be designed for conferences, seminars, information exchanges, curriculum requests and other two-way communicative uses.

Legislative appropriations will also fund faculty and staff salary increases of approximately 10 and seven percent, respectively.

Lawmakers decided that proceeds from lottery sales will fund several Northern Iowa projects. The Institute for Decision Making will

Arthur Schlesinger, Jr. predicts future of American politics

by Jo Fredrickson
Student Assistant

The utopian ambience of the Kennedy era will resurge in the next decade, according to Arthur Schlesinger, Jr., former special assistant to John F. Kennedy. During his address at the University of Northern Iowa on March 31, Schlesinger said the political pendulum will swing back to the liberal view after the conservative trend of the mid-eighties when private action and private interest have been prevalent in American society.

Referring to the "Kennedy legacy" during which the nation was filled with a Camelot-like optimism, Schlesinger conveyed his belief that trends in American politics follow a cyclical pattern, changing every 30 years. The Kennedy administration of the early 1960s was a reflection of the Roosevelt administration of the 1930s and early 1940s, according to Schlesinger. He explained that these cycles, influenced by the values of each new political generation, vacillate from an emphasis on selfish needs to an emphasis on the welfare of the nation as a whole.

"The conservative mood runs its course and people grow bored with selfish motives. Materialism turns out not to be enough," Schlesinger said. He added that 30 years ago, John Kennedy was aware of this cyclical rhythm realizing Americans wanted a fresh outlook.

"The 1950s were devoted to personal interests," Schlesinger explained, because Americans were drained from the Depression, World War II and the Cold War. By the end of the decade, people became discontented and in his presidential campaign speeches, Kennedy promised to get the country moving again, according to Schlesinger. "He



(Kennedy) said 'I'm asking each of you to be pioneers on the new frontier.' He believed there was a great reservoir of idealism, like Roosevelt felt at the time of the New Deal."

"The eighties have been an age of greed. Disparities of the nation have been widened in this decade. We have abandoned the battle against inequity and injustice. However, this won't go on forever. I recognize the symptoms of change," Schlesinger said. He predicts that the 1990s will see a replay of the progressive eras of Kennedy and Roosevelt.

"We will remember that people can make a difference," he added.

Schlesinger has written many books documenting and analyzing American political history including *The Age of Jackson*, which was awarded the 1946 Pulitzer Prize for history, and *The Age of Roosevelt*, a work in three volumes about Franklin D. Roosevelt and the New Deal. Schlesinger won his second Pulitzer Prize for the book *A Thousand Days: John F. Kennedy in the White House*. He is currently the Albert Schweitzer Professor of Humanities at City University in New York.

receive \$250,000, and \$100,000 is earmarked for an economic development training program in consultation with the Iowa Department of Economic Development (DED) and the Iowa Professional Developers.

Lottery money will also fund \$120,000 at each state university for programs to transfer economic development research results into the hands of the public. Over two-thirds (\$85,000) of each university's allotment is directed to the DED to staff the programs.



A program approved by the House and Senate will help parents pay their children's future college costs by allowing them to purchase tax-exempt bonds issued by the Board of Regents. Through the program, money invested now would grow to a predetermined sum over the number of years needed.

The Legislature also gave Northern Iowa \$60,850 for the acquisition of library materials, and passed a requirement that the governor appoint a full-time undergraduate or graduate student from one of the state universities to the nine-member Board of Regents. The bill allows a student member to remain on the Board following graduation to complete the entire six-year term. Previously, the governor was not required, but was permitted, to appoint a student to the Board.

Years of experience guide UNISA president

by Steve Jones
Graduate Assistant

He's 32 years old, attends the University of Northern Iowa, works part time, is married, has two children and represents 11,400 constituents.

He's David Sanders, the new UNI Student Association (UNISA) president, a job usually held by a person 10 years his junior. But Sanders sees no age-related problems overseeing Northern Iowa's student government.

"If I had, I wouldn't have run for election," says the person who's the oldest UNISA president in recent memory and perhaps the oldest ever.

Because of his family and work responsibilities, Sanders' already-busy schedule doesn't allow him to drop everything at anytime. However, he thinks his age and having a family helps him in his presidency.

"I'm more socially aware of problems that a lot of people — such as minority and handicapped students — have while attending college," Sanders says. "I'm also more concerned now than before about world events."

Sanders' age is representative of a trend that Northern Iowa and most other colleges and universities are experiencing — more older students on campus. Sanders and 1,694 other students at UNI (16.5 percent of the undergraduate enrollment) make up a growing list of non-traditional students. While there is no standard definition, students are usually classified as non-traditional when they are either above a certain age (usually 22 or 23), married, have children, or are returning to school after at least a two-year absence from high school or college.



Joann Cummings, coordinator of adult programs and advisor for the Northern Iowa Non-Traditional Student Association (NINTSA), says there has been a "very gradual increase" in the number of non-traditionals in the past 10 to 15 years. She says now 34 percent of the undergraduates (3,511 students) are age 22 and older, which mirrors the national average of about 33 percent.

"Experts are predicting that in the 1990s, the [national] figure of non-traditional students might be in the 50th percentile range," Cummings adds.

A past president of NINTSA and former UNISA senator for off-campus and University Apartments students, Sanders doesn't think his style of governance has changed because he now represents all students.

"What affects off-campus and on-campus students in classroom and living situations is very similar," he notes. "We still have to come up with the money to attend college. We're all in the same boat."

"We need to to inform the state legislature and find alternative ways to fund education. It's too easy to hike up tuition and take care of [rising costs] that way."

Audit looks at the

by Carole Shelley Yates
Freelance Writer

Does "unnecessary" program duplication exist within or between any of the Iowa Regents institutions?

Is program funding distributed equitably among these schools?

Employees at the five institutions from the presidents through the clerical staff are participating in an outsider's look at the inside of their organizations this year.

Through personal interviews, computer analyses and institutional comparisons, consultants Peat Marwick Main & Co. are studying about 20 areas of institutional function, most of them administrative. Work on the audit started in April and will end in February, 1989.

The audit will lend credibility to the Iowa system of higher education, says Richard Stinchfield, executive assistant to the president, University of Northern Iowa, and a member of the Regents organizational audit committee.

"The Board of Regents developed the audit to show the governor and legislature that the Regents universities (University of Iowa, Iowa State University and University of Northern Iowa,) and special schools (Iowa Braille and Sight Saving School, and Iowa School for the Deaf) operate effectively and efficiently," Stinchfield explains. "We believe that any impartial outside observer will conclude that the Iowa system of higher education is a good one. This kind of credibility will be important in communicating with the state legislative and executive branches as we make our case for support."

Eleven common areas will be studied at all of the Regents institutions. In addition other audit areas specific to each institution will be studied. One of the Regentwide

Regents institutions inside out

audits will examine areas of potential program duplication. Stinchfield believes this is the crux of the audit and could have a big impact for Northern Iowa.

"For an institution of our size, we have fewer programs than our peer institutions, and this audit item could show that," he explains. "In addition, Northern Iowa has no unique programmatic mission in the state, and we think it should." For example, Stinchfield notes, the University of Iowa's unique mission includes programs in health sciences and law, while at Iowa State programmatic emphases include agricultural sciences, veterinary medicine and architecture.

To audit potential program duplication, the consultants are analyzing program offerings at public and private peer institutions in other states for comparison. These peer institutions are of similar size, offer similar academic programs and reflect a similar heritage. Each Regents institution uses a list of 10 peer institutions for comparison.

In addition, academic programs and financial support at the Regents institutions, Iowa's private colleges and state community colleges are being examined to provide a statewide view of higher education offerings. After analyzing the information and interviewing representatives of the Regents institutions, the consultants will indicate ways to determine unnecessary program duplication. If such duplication is found, Peat Marwick Main & Co. consultants will work with campus leaders to develop criteria for change.

A look, at the equity of program funding among the Regents universities could also have a positive effect at Northern Iowa, says

Stinchfield. "The Board of Regents recently recommended that Northern Iowa receive a \$1 million equity adjustment in the 1988-89 fiscal year, so Board members are aware that we need a financial adjustment for programs and they support doing something about it. This item has the potential for outside consultants to reconfirm our case."

Five areas audited at UNI are also being reviewed at the University of Iowa and Iowa State University. These include analysis of three administrative areas:

- long-range planning;
- the organization of departments and colleges, the number of staff, their responsibilities and reporting relationships; and
- the role of purchasing, utilities, accounting and internal financial auditing practices to determine further areas of departmental efficiency.

The two academic areas being audited include:

- academic program review — development of review criteria, and its relationship to university plans and budgets; and
- examination of faculty workload by surveying UNI and peer institutions to determine how faculty salary levels and merit increases are decided, and how teaching and research assistants are assigned.

Regarding the administrative audit areas, Stinchfield remarks, "It doesn't hurt to have outside consultants look at our planning processes and organizational structure. Northern Iowa has a standard organizational structure and the audit shouldn't suggest any significant changes." In addition, the staffing analysis will show where the University is over or understaffed but, Stinchfield notes, "that doesn't mean we'll move

to make changes immediately."

The five study areas at UNI will require concentrated work from University personnel who will gather all of the requested data, respond to critiques and comment on proposed revisions and final recommendations. The consultants will interview many staff members and groups of administrators to learn how the University operates internally. Stinchfield heads the UNI project and will set up staff committees for each audit area.

Northern Iowa's share of the audit will cost about \$250,000 taken from general funds for 1987-89. Of that total, \$105,000 is for the UNI study and the balance for Regentwide audit items. Any potential savings found after implementing audit recommendations will stay with each Regents institution.



Power Plant 1 comes tumbling down to make way for a new classroom building.

Alumni Profile



Cathy Collinge

“Music that gets into your soul and you can’t get it out.”

by Carole Yates, freelance writer

“Who? Who taught you to play this music?” the young American woman asked the raggedly-clothed Peruvian Indian as she followed him down the cobblestone street, the path of the village religious parade.

The woman expected the rustic native to say his grandfather or great-grandfather taught him to play the wooden flute. The man faced the woman and pounded his fist on his chest. “Who taught me to play? My heart, my heart,” he said fervently in a combination of Spanish and Indian dialect.

The American, flutist Cathy Collinge, B.M. '82, ventured to South America on a Fulbright scholarship expecting to perform and learn about traditional Peruvian music and instruments, and she did. She also learned of things far removed from the world of sheet music and lessons. She found heart and soul in learning to play the folk music rhythms on the native cane panpipes, and in taking classical music to people who had never seen a shiny, silver flute.

With two degrees in flute performance (a bachelor's degree from the University of Northern Iowa and a master's degree from the University of Wisconsin-Madison), Collinge decided she needed experience to get a teaching job. She investigated several teaching grants, including a Fulbright international exchange scholarship. The Fulbright opening for Lima, Peru, required background in the language of the country which fit Collinge's Spanish studies in high school and college.

“Plus, the Peru notice said they needed musicians to perform and teach. It was a perfect combination for me,” Collinge remembers.

The 27-year-old musician's Fulbright assignment included playing first flute for Peru's National Symphony Orchestra, studying the use of folkloric flutes, researching Peru's composers, and teaching at the national music conservatory.

Although Collinge accepted the Fulbright for teaching and performing experience, much of her attraction to South America was a desire to learn and research traditional (folkloric) instruments. During her two years in Peru, she learned to play the zampona (panpipes) and quena (vertical flute).

She took lessons, but they were not like any music lessons she'd ever taken before. Her teachers used no music — in fact, they could not even read music — so Collinge learned by listening and imitating.

Her music studio proved to be Peru's natural surroundings. “I took private lessons on panpipes from a man named Tito, a small man about 30 years old with a family,” Collinge relates. After daily rehearsals with the National Symphony Orchestra during the summer season, she and Tito walked to a nearby park, situated themselves under a trellis of tropical plants and began their lesson.

“He played and I imitated what he played,” the musician says. “Although panpipes are traditionally played with a group, Tito first taught me to play the pipes as a solo instrument so I could get the melody in my ear. Later, one of my biggest challenges was to write down the musical rhythms which are all so different from what we are used to.”

To demonstrate the playing technique, the flutist carefully chooses two sets of reed pipes of increasing length, one with six pipes and one with seven. Each pipe plays a single note and, when combined, the notes form a scale.

Collinge demonstrated by deftly placing one set of pipes on top of the other, wrapping the two together with a cord so she could play both simultaneously. Tensing her small frame, she blasts air into the mouth of the cane or bamboo pipes, tipping and turning the wrapped pipes to hit all of the notes. The “Bullfighter Melody” resounded through her Cedar Falls living room, provoking images of the Peruvian countryside where she learned to play.

I feel I really gave something to the Peruvian flutists when I organized this festival.

Her Peruvian teacher also taught the Cedar Falls native to play the panpipes in the traditional way with two or more players. Each player uses either a set of six or seven pipes and, as they play, the musicians “braid” the music together.

“Part of the playing tradition with two or more players involves marching in a circle in certain directions, following specific turning patterns,” Collinge recalls. “So, there we were, Tito and I, in a hot and steamy Peruvian park beneath a lush trellis marching around in a circle, turning this way and that as I learned how to play the folk melodies with other players.”

Another memorable experience took place in a golden, grassy field high in the heart of the Andes Mountains.

“I was practicing a Telemann suite to play two weeks later for my concerto debut with the symphony,” Collinge remembers. “I debated about going on this tour to the Andes, but it was my first opportunity to travel outside of Lima and I couldn’t resist. That was how I happened to be playing, with some difficulty breathing, in the high mountains. I heard something and looked around to see two boys lying in the grass behind me, listening.”

The Spanish-speaking boys had never seen a silver flute such as this woman played, and both told her that they played the quena (wooden flute). “It pleased me to take my music to many audiences, including this young, curious one in the Andes,” says Collinge.

The musician’s joy in learning and sharing prompted Collinge to start a new venture during her two years in Peru — organizing two International Flute Festivals. She returns to Lima this month (May) for the third festival and hopes to go every spring to help keep the festival alive.

“I feel I really gave something to the Peruvian flutists when I organized this festival,” she beams. South American flutists don’t have the same opportunities as musicians in other countries, Collinge explains with dismay. “They don’t have the same chances to exchange music and ideas as American flutists do through our National Flute

Association.” The lack of opportunity is primarily due to the Peruvian government’s effort to create an independent country, Collinge says. Consequently, the government imposes high import taxes on foreign goods, like music and instruments, even though there is no industry for publishing music or making instruments in Peru.

Collinge, who organized the festival with another flutist in the National Symphony Orchestra, worked long hours to bring flutists together with new music, instrument samples and technical literature. At the festival, she presented articles from American flute magazines verbally and in booklet form. She wrote hundreds of music companies and flute makers requesting samples, brochures and information and says the response was good.

The first festival drew 45 flutists from Peru. It was an “international” festival because a Northern American was there, Collinge reports, laughing at the idea that she made the festival international. Based on its success, the second festival attracted twice as many flutists, including many from surrounding South American countries.

Before Collinge returns to Lima in May for the third International Flute Festival, she is working to raise financial support since much of the festival expense comes from her own pocket. “We can’t charge the flutists to come to the festival because of the poor economic situation in South America. For them, travel from one country to another is a major undertaking,” Collinge says.

Collinge’s work also included two concerts a week with the National Symphony Orchestra and performance tours throughout South America. The U.S. Embassy in Peru sent her on several national recital tours in Peru, Bolivia, Chile, Ecuador, and Venezuela.

Collinge’s skills grew to top performance levels during her two years in Peru. She now delights in letting her Iowa audiences hear the reedy, rhythmic, or romantic notes from the panpipes producing the kind of “music that gets into your soul and you can’t get it out.” **N**

Alumni News



Association Notes

Dear Friends,

The Northern Iowa Alumni Association Board of Directors met in January of 1988 for our annual retreat. Appropriately for January, we decided to bring the Association out of hibernation. We thank previous board members for their dedication and direction in setting the stage for us.

Dan Heinlein, director of alumni, Ohio State University, served as our consultant and catalyst: "failing to plan, is planning to fail." As a result of Heinlein's suggestions and direction, an "early thaw" brought board members together to begin redirecting our organized efforts. The common denominator among board members is loyalty and pride in UNI coupled with a desire to lead alumni development in new and successful directions.

With this in mind, we elected to expand upon our January discussion by revising our mission statement.

The board members agreed that the importance of beginning on our "road to success" starts with a good map we can all understand.

Jo Arbuckle, John Leahy and I accepted the charge to revise. Meeting in Des Moines, we pieced together a new mission statement reflective of the dedication alumni have to the students, the community and *our* University. We decided our map should focus on educational development, social responsibility and the growth of the University of Northern Iowa.

As alumni our "road to success" is long and labor intensive. But with our mission statement serving as our map, and the guide for our goals, our road will be continually rewarding to us — as alumni. The board concurred with the statement we devised and adopted it as law at the May meeting. Following is our new mission statement:

The University of Northern Iowa Alumni Association

We are the unified voice of the alumni,

Representing the continuum for excellence of alumni on the behalf of students, the community and our University.

Our commitment to educational development and social responsibility will foster the personal and institutional growth of the University of Northern Iowa.

We welcome volunteers to join in our efforts. The work isn't hard and your time is well spent because the rewards are incredible.

Best Regards,

Kate Murphy
Member, Board of Directors
Northern Iowa Alumni Association

Kate Murphy is director of personnel for the Holiday Inn-University Park in Des Moines.

Class of 1988 surpasses class gift goal

The graduating class of 1988 raised \$51,453 in pledges for the senior class gift, exceeding their goal by \$1,453. The money, donated by 661 seniors, will be used to begin automating the card catalog system in the Donald O. Rod Library.

According to Greg McWilliams, co-chair of the Senior Challenge Committee (which organized the fundraiser), 1988 seniors feel the computerized card catalog system is necessary for the University of Northern Iowa to keep up with the fast pace of technology. The new system will also allow students and faculty to connect with other computerized card catalog systems

in the state to find resources that may not be available at Northern Iowa.

"It will be a great benefit for the University of Northern Iowa. It will also attract students and faculty members," McWilliams says.

The money raised from the senior class will be used to purchase computer terminals, according to McWilliams. University faculty members have agreed to match the funds raised by students. "I'm extremely happy with the results of the fundraising. We've created a tremendous awareness on campus about the computerized card catalog," he adds.



Hazel Wagner's efforts remembered with memorial scholarship

Hazel Wagner was dedicated to education and spent much of her time helping others achieve educational success. As a tribute to the hard work and support of Hazel Wagner, her family has established a \$100,000 memorial scholarship fund for industrial technology students at Northern Iowa.

The wife of University of Northern Iowa emeritus professor Willis Wagner, Hazel Wagner contributed to her husband's textbooks by condensing, editing and typing the manuscripts to be published. The woodworking and carpentry textbooks are the most widely used of their kind in the country.

She was also dedicated to assisting others in their educational pursuits.

"Hazel helped me finish my degree and supported Janet, B.A. '66 and Bill, B.A. '67, (the Wagners' children) while they earned their degrees," says Willis Wagner. "She served on scholarship committees for the Faculty Dames Club and the local PEO Chapter, (a women's educational service organization) and was always concerned that more money be made available to help students finance their educations."

Two scholarships have been



established in her name, one for freshmen and one for sophomores. This fall, four high school students intending to major in industrial arts-technology education will receive the Hazel Wagner Technology Education Incentive Scholarship. The scholarship will provide \$500 to each student for tuition expenses during their freshman and sophomore years.

To be eligible for selection, high school students must be in the upper one third of their graduating class, be recommended for the award by three high school teachers, have an American College Test (ACT) score of 20 or higher and

must submit a paper explaining why they want to become technology education teachers. To remain eligible, students must maintain a high grade point average and declare an industrial technology major.

The Hazel Wagner Technology Education Excellence Scholarship will also be awarded annually to an outstanding technology student at the end of his or her sophomore year. To be eligible for this \$2,000 award, candidates must maintain a 3.2 grade point average, have declared a major in industrial technology, have applied or been admitted to the teacher education program, have two written recommendations from industrial technology faculty members and exhibit strong leadership qualities, including participation in the student chapter of the Technology Education Collegiate Association.

"The scholarships will help the University of Northern Iowa attract outstanding students into technology education," says Ron Bro, head and professor of the Department of Industrial Technology. "It will also offer a way to reward excellence and provide incentive for high levels of performance among students currently enrolled in the industrial arts-technology program."

Panthers "Pitt"ed against Panthers

The Northern Iowa Panther football team will travel to Pittsburgh to take on the University of Pittsburgh Panthers on September 3, 1988. "I think our team will play like their life depends on it," says UNI's Head Coach Darrell Mudra.

He adds that team members are grateful for opportunities which allow them to play against Division IA teams such as Pitt. "Our team is really looking forward to it."

A reception for Northern Iowa alumni who reside in the Pittsburgh

area is tentatively scheduled for the day of the game. For more information about the Labor Day Weekend game, contact Steve Schmit, director of development-athletics, University of Northern Iowa, Cedar Falls, Iowa 50614-0155, (319) 273-6078.

Tom Pettit receives Doctor of Humane Letters degree from Northern Iowa

Tom Pettit, B.A. '53, chief national affairs correspondent for NBC News, was honored for his illustrious career in journalism when he received a Doctor of Humane Letters degree at the University of Northern Iowa spring commencement exercises on May 14, 1988.

As a student at Northern Iowa, Pettit pursued a degree in English with a minor in speech. He also served as a staff writer, editorial assistant and executive director at the *College Eye*, Northern Iowa's student newspaper which is now the *Northern Iowan*.

Early in his career, Pettit demonstrated his insightful journalistic abilities when he noted a contradiction in President J.W. Maucker's proclaimed belief in academic freedom and his opinion on using the Marx-Engels *Communist Manifesto* in University classes. In an article in the September 19, 1952, issue of the *College Eye* he wrote: "In brief, there was fear that the adoption of the *Communist Manifesto* as a textbook might give Senator Doud ammunition to gain passage of his loyalty-oath bill. Dr. Maucker himself voiced such fear and the humanities faculty decided by a one-vote margin not to adopt the book as one of several texts for the course. It should be pointed out that the college president did not forbid the teaching of the Manifesto and its significance, but said that he, Maucker, would, if necessary, exercise his legal right to forbid selection of it as a text. Instead, the humanities faculty decided not to precipitate action by the president and did not request the book. . . ."

After graduating from Northern Iowa, Pettit's broadcast-journalism career progressed rapidly. He worked for WOI in Ames; KCRG in



Tom Pettit is congratulated by President Constantine Curris after receiving a framed citation for the honorary Doctor of Humane Letters degree. David Wagner Photo

Cedar Rapids; and WCCO-TV in Minneapolis, Minnesota. In 1959, he was hired by NBC where he has served as announcer, news reporter and, from 1982-1985, as NBC News Executive Vice President.

One of Pettit's most significant moments in journalism was his live coverage of the shooting of John F. Kennedy's alleged assassin, Lee Harvey Oswald, by Jack Ruby. Pettit was stationed, on camera, in the basement of the Dallas jail when the shooting took place in 1963.

He has also covered the U.S. Senate and three presidential political campaigns from caucuses to conventions. This summer, he will be NBC's chief correspondent for the Republican and Democratic national conventions.

Along with his extensive experience, he has received numerous awards for his work in journalism. For his documentary segment "CBW: The Secrets of

Secrecy," which appeared on a 1969 episode of "First Tuesday," Pettit received a Peabody award and his first Emmy. He received his second Emmy in 1970 for another "First Tuesday" episode, "Some Footnotes to 25 Nuclear Years." In 1973, he earned yet another Emmy for "America's Nerve Gas Arsenal," another "First Tuesday" segment. Pettit is also the recipient of two Robert F. Kennedy Journalism Awards.

Since his graduation, Pettit has made various contributions to his alma mater. He served as a visiting professor last summer teaching two seminars for the Department of Communication and Theater Arts, "National Election Coverage Methods" and "General Public Affairs Reporting Methods." Also, he has established a journalism scholarship fund for students majoring in broadcast-journalism or minoring in journalism.

Class Notes

'32 Cecil Rogers, BA, bequeathed \$200,000 to the Sioux City Symphony Orchestra for the development of a string section. Mr. Rogers died in May, 1987. A former teacher in Iowa, his gift is the largest ever to the Sioux City Symphony.

'34 Melvene Draheim Hardee, BA, was the recipient of the Robert H. Shaffer Award for Excellence as a Graduate Faculty Member by the National Association of Student Personnel Administrators (NASPA). NASPA also gives an award named in her honor, the Melvene D. Hardee Dissertation of the Year award. She is a senior professor of higher education at Florida State University. A native of Clarion, Hardee is the director of the Draheim Historical Library there and sponsors scholarships at Clarion-Goldfield High School.

'49 C. Edward Streeter, BA, announced his retirement as interim dean of the College of Education at Illinois State University effective the end of the 1987-88 academic year. Streeter, who has been on the Illinois State faculty since 1967, was dean of the College of Arts and Sciences from 1977 to 1982. He had been superintendent of schools in Humeston and Corydon.



S. Elizabeth Davis, 2 yr., BA '54, received the annual Stauffer Award March 20 for outstanding service to Temple University in Philadelphia. Davis, professor of educational psychology and the psychology of reading at Temple, was nominated for the honor by her colleagues.

'51 Bill Diedrichsen, BA, Tipton superintendent of schools, was presented a School Administrator Award by the Board of Control of the Iowa High School Athletic Association. The award was presented March 19 at the Boys State Basketball Tournament in Des Moines. Diedrichsen has been at Tipton since 1951 and superintendent since 1962.

'53 E. Edward Harris, BA, professor of marketing and entrepreneurial education at Northern Illinois University, received a Freedoms Foundation Leavey Award for excellence in private enterprise education. The award goes to educators who help students better understand the American private enterprise system. He was nominated for the award by Illinois Lt. Gov. George H. Ryan.



Bob James, BA, was selected as the Outstanding Assistant Principal of the Year by the Michigan Association of Secondary School Principals. James has been the assistant principal at Sturgis (Michigan) High School for 18 years. He will receive his award October 4.

Rex Miller, BA, will have added four more books to his present total of 68 by year's end. Miller, professor of technology at Buffalo State

College, Buffalo, New York, writes mostly technology textbooks. However, he is also the author of *Croxtan's Raid*, a Civil War tale.

'54 Katherine Adamson, BA, was one of six Ohioans selected last year for training in Audio Description, a service offered by theaters in Ohio to increase the enjoyment of live theatre and opera for the blind by describing the visual elements through a closed-circuit broadcasting system.

'55 Howie Stephenson, BA, was inducted into the Iowa High School Athletic Association Basketball Hall of Fame March 19. As the Algona High School basketball coach, he compiled a 282-159 record in 21 seasons and took four teams to the state tournament. Stephenson still teaches physical education in Algona.

'56 Leland Thomson, BA, MA, '59, director of campus planning at the University of Northern Iowa, has been selected by the Iowa Racing Commission to receive an award for his outstanding volunteer service to the State of Iowa. He was cited for his efforts as a board member of the National Dairy Cattle Congress in making "Waterloo Greyhound Park a reality."



'61 Rose Ann Swartz, BA, assistant professor of office administration at Michigan's Ferris State University,



was honored by the Michigan Association of Governing Boards of Colleges and Universities as a Distinguished Faculty Member. Swartz has taught full-time at Ferris State for 10 years. She received Ferris' Distinguished Teacher Award last year.

Gerald W. Mundy, BA, executive director of Cloverbrook Home and School for the Blind in Cincinnati, is this year's recipient of the Distinguished Service Award by the National Accreditation Council (NAC). The NAC works to improve services for the blind and visually handicapped.

'62 Donald R. Walton, MA, is the new director of personnel, payroll and employee relations at Emporia State University, Emporia, Kansas. He previously worked at Wayne State University, Detroit, in its human resources programs. Walton worked at the University of Northern Iowa from 1976 to 1985 and 1966 to 1967.

Christine Swanson, BA, has been elected to the Board of Directors of the Educational Press Association of America as a member-at-large. She is editor of Pi Lambda Theta's Educational Horizons, an education scholarly publication. Swanson resides in Bloomington, Indiana.

Karen Hammer, BA, has been named Teacher of the Year in Ida Grove. She is a seventh and eighth grade language arts teacher at the Ida Grove middle school.

Buy or lease?

It's a difficult decision if the object is a car. If it's a prom dress, the decision has become a whole lot easier.

Thanks to some Northern Iowa alumnae, renting a prom gown is becoming the practical — and inexpensive — thing to do. Partners Georgiana Kaskadden Sullivan, BA '62, of Indianola and Luane Meggers Lorenzen, BA '62, of Traer run Adopt-A-Dress. The business rents prom dresses for \$35 to \$45, saving girls and their mothers the \$100 and more of purchasing gowns usually worn for one spring evening.

The dresses are also available for rent in Cedar Rapids by Sullivan's sister, Nancy Kaskadden Nissen, 2-yr. '56, and in Sheffield by Bev Bohach.

The three-year-old Adopt-A-Dress began as an idea when close friends got together at a Northern Iowa alumni reunion. Thirty dresses were rented the first year, growing to 100 last spring. This season was expected to be even better. The four women now have 150 gowns to rent, including popular labels such as Gunne Sax and Flirtations.

Each dress carries a card giving the name of the dress (usually named for the first girl who wore it), the first name of the last girl who wore it and the location it was



last worn. Once the gown has been rented, it's sent to one of the other towns so it won't be seen in the same area again.

'63 Richard G. Umsted, BA, superintendent of the Illinois School for the Visually Impaired, was honored as the first recipient of the Distinguished Service Award by the Illinois Association for Education and Rehabilitation of the Blind and Visually Impaired.

'66 Paula V. (Vicki) Schultz Honer, BA, has been certified by the International Board of Lactation Consultant Examiners, Inc. A resident of Roanoke, Virginia, she works for a local health department.

'69 Kimm Stastny, BA, coordinator of art education for the Davenport Community Schools, has been elected vice president of the Western Region of the National Art Education Association. He was president of Art Educators of Iowa in 1987 and was 1983's Iowa Art Educator of the Year. **Ted Mokricky, BA**, is the new executive director of Mayflower Homes, Inc., in Grinnell. Mayflower administers residences for senior citizens. He and his wife, Kathy, BA '71, have one daughter.

'70 Glenn Kohler, BA, is the new executive vice president of the Greater Newton Chamber of Commerce. Since 1986, he had operated an advertising and marketing company in Arizona. **James Davids, BA**, has been named vice president at Hawkeye Bank & Trust in Mason City. He had been in charge of credit administration at First Midwestern Financial Corp. of Hampton. **Doug Kunkle, BA**, has been named senior vice president and manager of MBank's Southwest Banking Office in Wichita Falls, Texas. Kunkle has been with MBank for six years. **Roberta Bodensteiner, BA, MA '81, EdD '87**, received her doctorate in educational administration from the University of Northern Iowa Dec. 19. She is the K-12 principal at New Hartford.



Ted Samore '74, manager of video communications for Neiman-Marcus in Dallas, produced a video which won the Silver Reel award in the information category at the International Television Association Festival in Las Vegas. "Protecting Our Profits" was produced and directed by Samore to show Neiman-Marcus employees ways to protect company assets.

Stan Slessor, BA, MA '76, has been named superintendent of the Independence schools. He had been principal of Independence High School. He and his wife, Ellen, BA '70, have four sons.

'73 Marlene Strathe, MA, has been appointed the University of Northern Iowa assistant vice president for academic affairs. Previously, she was associate dean of the College of Education and has served at Northern Iowa since 1969.

'75 Pamela Echeverria, BA, MA '80, did the artwork for the cover of Iowa Woman magazine's spring edition. Echeverria teaches art at Grant Elementary School in Waterloo.

'76 David Lundy, BA, is now working for Shearman & Sterling, New York's second largest law firm with nearly 500 attorneys. A 1986 law graduate of Washington and Lee University, Lundy had been a reporter in Marshalltown and Sioux City.

'78 Susan Asche, BA, has been named general manager of the Donaldsons department stores in Cedar Falls and Waterloo. She joined Donaldsons in 1978 and has held a variety of positions, most recently assistant manager of the stores.

'79 Dean Einck, BA, has become a partner in the Cedar Rapids law firm Simmons, Perrine, Albright and Ellwood. Einck is also a Certified Public Accountant. **Ann Glime, MA**, a teacher at the Edgewood-Colesburg Community School, received an Outstanding Teacher Award from the Iowa Department of Public Instruction. She received the honor after being nominated by her superintendent for the Iowa Teacher of the Year award. **Mike Woodall, BA, MA '84**, has been selected middle school principal at Eagle Grove, where he had been a fourth grade teacher and high school coach. He was chosen from 30 applicants.

'81 David D. Petratis, BA, is the new plant manager of Square D Company's manufacturing facility at Raleigh, North Carolina. His wife is Cynthia Ann Ditch Petratis, BA '80. **Bernadette Sievers Gannon, BLS**, has been invited to submit her biography for *Who's Who in Poetry* along with a "quotable quote" expressing her poetic philosophies. Gannon, a published poet who lives in Manson, has won the Golden Poet Award for three consecutive years.



'83 Denise Dau, BA, received the 1988 Iowa Park and Recreation Association Young Professional Award at the IPRA State Conference in March. Dau, a recreation therapist at Iowa Methodist Medical Center in Des Moines, is the third University of Northern Iowa recreation division graduate to receive this award in the past six years.

Randy J. Petsche, BA, has joined the staff of the Jasper County Savings Bank as trust officer. The Creighton Law School graduate had been a trust officer at First American State Bank in Fort Dodge.

Dan Rasmussen, BA, recently joined Peoples Savings Bank in Waterloo as assistant vice president. He had been a bank examiner for the State of Iowa the past three years.

'84 Chuck Holley, BA, coordinator of photographic services at Northwest Missouri State University, has been cited by the National Orientation Directors Association Midwest Region for taking the best orientation photograph. Holley, who has been at NWMSU since 1986, took the photograph at orientation last August.

Michael J. Anderson, BA, has become a Certified Management Accountant. He is a senior auditor for the USG Corporation in Chicago.

John Wisman, BA, has been selected as a member of the World Chiropractic Team to treat athletes at the Summer Olympic Games in Seoul, South Korea.

Jason Bobst, BA, is a new personnel officer for the City of Ames Employee Relations Department. Bobst had been a worker's compensation assistant with IBP in Dakota City, Nebraska.

'85 William Kalianov, BA has joined Peoples Bank and Trust Company of Waterloo as loan administration officer. Kalianov had been a credit analyst with Valley National Bank in Des Moines.

Michael Vittetoe, BA, was appointed dealer communication representative for Winnebago Industries, Inc., in Forest City. Previously a human resources information system designer, Vittetoe will provide product training to Winnebago and Itasca motor home dealers. **Judy L. Dugan, BA**, has joined The Collaborative Inc., an architectural and engineering firm. Dugan works for the company's Toledo, Ohio, office helping open its new interior design division.

'86 Denna Sigel, BA, was promoted from provider network auditor to assistant controller by National Vision Services, Inc., a Phoenix-based preferred provider organization specializing in eye care benefit plans.



Audrey L. Tedore, BA, has joined Connell Communications Ltd., an advertising and public relations agency in Waterloo, as vice president.

'87 Tom Doermann, BA, has been hired as Vinton Unlimited's new executive vice president. Vinton Unlimited is a non-profit organization formed from the Vinton chamber of commerce and two other development groups.

Marriages

70s Carolyn M. Heil, BA '74 & Mark Reinhart, Sharon Stratman & Richard J. Kral, BA '75, Ellen L. Kaufmann, BA '75 & MA '82 & Russell Gabel, Doris J. Ries, BA '75 & Alan J. Wessels, Constance A. McCauley, BA '76 & Greg Dykema, Diane K. Braun, BA '76 & Mikel Eckhardt, Ann M. Lower & Kevin J. Grogan, BA '77, Nina Garni & Kenneth Wise, BA '77, Audrey A. Davey & Ben L. Kindred, BA '77, Gretchen C. Tusler, BA '77 & Thomas Severson, Barbara Jo Hicks, BA '77 & Scott Swanson, Marcia VanDrepen & Bill Rosacker, BA '78, Patricia E. Orona, BA '78 & Gary McClain, Madeline McFadden & Jason M. Lewis, BA '79.

'81 Brenda K. Janssen & Garrett A. Savery, both BA's, Sonya Morgan & John J. Liston, BA,

'82 Mary Lou Danielson, BA & Blakely Sieker, Debra A. Stolte, BA & Michael Kane, Glenda A. Stark, BA & Mitchell Szydowski, Jennifer Yoder & Forrest A. Ward, BA, Diane M. Kopriva, BA '85 & Kirk Christensen, BA.

'83 Joetta DeTimmerman & Curt J. Solisma, BA, Angela M. Roan, BA & Brian Inloes, Karen K. Henrich, BA & Kevin Brandenburg, Terri K. Leisinger, BA & Donald Meister, Holly Tomash & Wade K. Sick, BA, Sheila M. Lynch, BA & David Stivers, Roberta K. Harrington, BA & Daniel Wiese, Karen Becker & Ronald K. Stafford, BA.

'84 Theresa L. Hammes & Brian Relph, both BA's, Susan M. Postel, BA & Kenneth Wagenhofer, Kelli L. O'Neil, BA & Jim McClurg, Crystal Sondegroth & Richard Newbrough, BA, Susan R. Brenna, BA & Timothy Flynn, Sharon Baughman & Larry D. Nuss, Jr. BA, Kimberly Frerichs, BA & Scott Claussen, Denise Vetter & Todd P. Liechty, BA, Christine L. Manfull BA, & Brad Gutknecht, Kathy K. Krueger, BA & Darol Brockway, Kimberly Stober & Rick E. Nelson, BA, Sandra E. Hawkins, BA & Steven R. Ferguson, Cynthia A. Hruska, BA & Len Gealow, BA, Patricia M. Kramer, BA '85 & Stephen Fulmer, BA, Lori S. Heater & Mitchell Meyer, both BA's.

'85 Lou Ann Goedken, BA & Joseph Redmond, Lisa J. Jensen & Danny L. Roberts, BA, Diane E. Erickson, BA & David Kair, Kimberly A. Kinsey, BA & Michael Lara, Mary Rubes, BA & Michael Stewart, Cynthia D. Wilson, BA & Daniel L. Weber, Kristen Nanke & Todd R. Zimmerman, BA, Laurie Hilliard & Gregory C. Burgher, BA, Diana Honderd & Duane J. Putz, BA, Debra J. Swartzendruber & Daniel S. Fick, both BA's, Julie Wallace & Tim McMahon, BA, Denise A. Heisdorffer, BA & Arthur Stepp, Kayann Short & Pete Lilja, both BA's, Sherri K. Hicks, BA '86 & Rodney Silvey, BA, Natalie Jennings, BA '86 & Daniel Olson, BA, Cynthia A. Hruska, BA & Len Gealow, BA '84, Joleen M. Sievers, BM & Joel L. Krog, BA '86, Diane M. Kopriva, BA & Kirk Christensen, BA '82, Kristina L. Howard, BA '87 & Jay Stroebele, BA, Patricia M. Kramer, BA & Stephen Fulmer, BA '84.

'86 Anne E. Woodhouse & John J. Mosher, BA, Laurie L. Nymeyer & Timothy Kratz, both BA's, Michelle Hughes & Mickey A. Lundquist, BA, Lisa J. Lind, BA & Todd Anderson, Kristin J. Huss, BA & Dick Fratzke, Michelle K. Buchanan, BA & Robert Deskin, Patricia Cramer & Jeff Schlobohm, BA, Cynthia S. Steven, BA & Jack Siemers, Ruselle S. Smith, MA & William Sager, Susan P. Witt, BA '87 & Brian S. Hutton, BA, Sherri K. Hicks, BA & Rodney Silvey, BA '85, Natalie Jennings, BA & Daniel Olson, BA '85, Ann S. Moen, BA '87 & Lawrence Harlley, II, BA, Colleen Vaske, BA & Wayne Tendall, BA '87, Lori D. Terhufen, BA & Mark Ashby, BA '87, Deanne L. Miller, BA '87 & Todd A. Verdon, BA '86, Joleen M. Sievers, BM '85 & Joel L. Krog, BA, Janet E. King, BA '87 & Glen C. Hanson, BA, Jan M. Sturges, BA '87 & Mark L. Walker, BA, Diane E. Bell, BA & Scott Schmelzer, BT '87, Stacy A. Jackson, BA '87 & Timothy Walker, BA, Laura A. Neppi, BA & Todd Partridge, BA '87, Nancy L. Luebbers, BA '87 & Curt S. Howard, BA '86, Dina K. Ryan, BA '87 & Mark A. Steines, BA.

'87 Susan M. Schneklath & Don Johnson, both BA's, Susan K. Capps & Nicholas Daugherty, both BM's, Darla R. Palma & Timothy D. Long, both BA's, Julie A. Dostal & Greg Weppel, both BA's, Cheryl E. Hanes & Steven C. Goodwin, both BA's, Mary T. Hindman & Keith A. Townsley, both BA's, Jennifer M. Thomas & Brent R. Meier, both BA's, Holly A. Hurlburt & Michael W. McLain, both BA's, Julie K. Gilbert & Steven Tjepkes, both BA's, Jonel A. Olson, BA & Donald Boekhoff, Sherri D. Masiker & Michael J. Fitzgerald, BA, Molly Mahoney & Christopher A. Wadle, BA, Linda C. Waters, BA & Richard Probert, Jan M. Kaldenburg, BA & David Reece, Tiffany L. White & Matthew J. Jaehrling, BA, Pamela E. Buck, BA & Christopher Klaus, Sarah L. Gapinski, BA & Scott Zimmerman, Bonnie J. Long & Michael C. Hahn, BA, Teresa R. Wessel, BA & Marc Wenger, Susan P. Witt, BA & Brian S. Hutton, BA '86, Ann S. Moen, BA & Lawrence Hartle, II BA '86, Colleen Vaske, BA '86 & Wayne Tendall, BA, Lori D. Terhufen, BA '86 & Mark Ashby, BA, Barbara J. Jorgensen, BA '86 & James R. Badger, BA, Deanne L. Miller, BA & Todd A. Verdon, BA '86, Janet E. King, BA & Glen C. Hanson, BA '86, Kristina L. Howard, BA & Jay Stroebele, BA '85, Stacy A. Jackson, BA, & Timothy Walker, BA '86, Laura A. Neppi, BA '86 & Todd Partridge, BA '87, Nancy L. Luebbers, BA & Curt S. Howard, BA '86, Jan M. Sturges, BA & Mark L. Walker, BA '86, Diane E. Bell, BA '86 & Scott Schmelzer, BT, Dina K. Ryan, BA & Mark A. Steines, BA '86.

Births

70s Leland and Mari Carmichael Horras, BA '77, MA '78, Keota, IA, son Michael Lee, born January 7, 1988.

80s Steven and Nancy Jo Vandenoever Pierce, BME '80, Argos, IN, daughter, Caroline Emily, born September 17, 1987.

Deaths

10s Myrtie Brink Schluter, 1 yr '14, Clarence, IA, died March 14, 1988. Oma Niewoehner Cooper, 2 yr '16, San Diego, CA, died January 4, 1988. Marie Quinn Orthel, 2 yr '17, Ft. Dodge, IA, died March, 1988. Zella Armour Robb, 2 yr '17, Corwith, IA, died March 23, 1988. Martha I. Gremmels, 2 yr '19, Oelwein, IA, died December 23, 1988. Elsie Narber Showman, BA '19, Shellsburg, IA, died March, 1988.

20s Ruth Hester Achilles, 2 yr '22, Tucson, AZ, died September 2, 1987. June Slutter Bartosh, 2 yr '23, Pocahontas, IA, died March 16, 1988. Evelyn Musbach Bell, 1 yr '23, Mesa, AZ, died February 5, 1988. Dora Sexsmith Fisher, 2 yr '24, New Sharon, IA, died August 30, 1988. Bessie Podaril Newbury, 3 yr '24, Bristow, IA, died January 27, 1988. Alvin J. Freie, BA '24, Scarsdale, NY, died August, 1987. Nellie Ness Sorenson, 3 yr '25, Somers, IA, died March 4, 1988. Ruth Hanson Cook, 3 yr '25, BA '30, Mason City, IA, died January 13, 1988. Ollivette Swenson McIntyre, 2 yr '26, Boone, IA, died February 29, 1988. Gladys Heddens Ashby, BA '26, Wellsburg, IA, died February 11, 1988. Marjorie Nuhn, 2 yr '26, Cedar Falls, IA, died January 14, 1988. Mabel C. Geick, 1 yr '28, BA '36, Rock Rapids, IA, died January 27, 1988. Frank White, BA '29, Ames, IA, died March 22, 1988.

30s Donald W. Cummings, 1 yr '32, Scottsdale, AZ, died March 13, 1987. Mary Johnson Bentley, 2 yr '34, Ames, IA, died March 13, 1988. Carl E. Benander, BA '36, Cadillac, MI, died April 20, 1987.

40s Elizabeth Hogan German, BA '40, State Center, IA, died February 23, 1988. Marjorie Moss Long, 2 yr '46, Buffalo, NY, died December 19, 1987. Vernon Schlattman, BA '49, Vallejo, CA, died October 2, 1986.

50s Evelyn Meinke Tonderum, 2 yr '50, Delmar, IA, died March 8, 1988. Ellen L. Lehr, MA '53, Aplington, IA, died October 9, 1987.

60s Evelyn Moranvills Woodward, BA '63, Menomonee Falls, WI, died January 31, 1988.

70s Jane Glasener, MA '70, Olympia, WA, died November 20, 1987. James A. Long, BA '72, MA '78, Grinnell, IA, died March 23, 1988. Marion C. Gremmels, MA '75, Waverly, IA, died December 8, 1987.

80s Capt. Lynn Dial, BA '81, Fort Sill, OK, died February 25, 1988. Renee Michelle Suggitt, BA '87, Sioux City, IA, died February 25, 1988.

Letters

Better letter then never

To The Editor:

Back in the spring of 1938, as a walk-on, I earned a letter in track and field at ISTC [Iowa State Teachers College], but due to a misunderstanding with Coach Art Dickinson, I never received it then.

After I'd accumulated enough points, running on relay teams and competing in the long jumps and low hurdles, I bruised a knee and pulled a muscle in midseason during workouts on a sloppy-wet cinder track.

The injuries had not completely healed when the old North Central Conference meet was held at ISTC that spring. Nonetheless, Coach Dickinson entered me in five events beginning with the long jump.

On the third jump in those preliminary jumps, I severely pulled

the muscle, again. When I so informed Coach Dickinson, he thought I was malingering, "chewed me out" for fraternizing with opposing athletes (high school friends from other colleges) and ordered me to "get back there, and jump."

I refused and left the field. The coach yelled after me, "I won't give you that letter you earned."

Later (1946-48), I returned to the ISTC campus as a temporary instructor in biology. In those years I served on the ISTC Relays Committee and helped Coach Dickinson with the organization and staging of the Relays. He promised me, then, that he'd give me the letter; but I never got it, since he seemed to have forgotten about it.

Late in January this year, I

received, from Steve Schmit, assistant athletic director for development, an invitation to join the National UNI Lettermen's Club. I reasoned, therefore, that I was on the list of letterwinners, so I sent my membership fee.

I also wrote to Steve Schmit explaining the circumstances, and asked the athletic department if they would kindly send me my letter.

They did. I received it along with a certificate (dated 1988) testifying I had earned the letter in track and field.

As the cliché says: Better late than never.

Sincerely,

Eugene C. Bovee, B.A. '39
Lawrence, Kansas

Perspective, continued from page 32

individual directly with a questioning approach probing for information in a manner that would cause him to review and explain his behavior. For example, "What happened that you didn't follow procedure?" And "Couldn't this request wait until I returned?"

Then, I approached my boss in the same manner asking for information. He presented his explanation. Next I started to make my case. "Well, there are several problems with what happened. First, we are now over budget because that seminar was scheduled. The second point of concern is that the request was not urgent and could have waited until my return. As you may recall, this is the second time we have had problems with this individual's unwillingness to follow procedures. And finally, I need your cooperation in letting my staff members know that they need to come to me to avert problems like this."

My boss agreed to talk to the individual and reverse his decision. I also suggested that I draft a memo to the team members restating procedure.

In review, I advocate following three simple steps as one way of responding to others who treat you as less than equal: 1) Think the situation through and respond in a non-defensive manner; 2) present creative solutions; 3) alert or educate the third party who is consciously or blindly aiding the undesirable behavior.

Because I conduct training seminars, I often come across situations in the classroom of inappropriate language or biased opinions. Several examples include the use of "colored people," or "the girls" or such views as "this person is from the South and speaks slowly, I'm not sure whether he thinks slowly too." When those remarks are made I take one of two approaches: either pointing out what's offensive

right in the class or talking directly to the individual during a break. Often the person is unaware of what they're doing and is glad to have someone point it out.

The examples I have cited are situations that can and do occur in any work situation. Individuals must take responsibility to proactively build positive relationships into assets rather than liabilities. The responsibility lies with each and every one of us to make equality a reality. **N**

Vapordeal Sanders is supervisor of supervisory training at 3M Corporation in Minneapolis, Minnesota.

Perspective is a continuing feature of *The Nonpareil* that allows faculty, staff, alumni and friends of the University to express their views on various issues or present information of interest to readers. If you would like to be a guest columnist, please contact Editor, *The Nonpareil*, Office of Public Relations, University of Northern Iowa, Cedar Falls, Iowa 50614-0017, (319) 273-2761.

An everyday approach to equality

by Vapordeal Sanders, B.A. '76, M.A. '77

"We hold these truths to be self-evident that all [men] are created equal."

This quote from the Declaration of Independence, July 4, 1776 describes our relationship to each other. None of us is greater or lesser than any other. The principle also declares that our equality is not a state of being that is granted by humankind, but designed by our maker, "created equal."

Perhaps this principle was intended to infuse positive human dynamics within the American culture. If so, we have fallen short in the area of intercultural relations.

Equality as defined by Webster's dictionary includes: "identical in value, like in quality, nature or status." Although our country has established the guidepost that all are created equal, many of the intercultural dynamics within the American society suggest the opposite. All too often differences in others are seen as deficiencies resulting in status ratings such as: women are less than men or blacks are less than whites.

How would our lives be different if more people had truly embraced this principle? We may have reduced the billions of dollars spent during the past 200 years on litigation cases regarding equality; because that is what Title VII of the Civil Rights Act of 1964 is about.

We may have revived the millions of people whose spirits have been broken during the past 200 years regarding equality; because that is what suicide, drug addiction and crime is about.

We may have rechanneled the thousands of hours individuals, groups and companies have spent during the past 200 years teaching, preaching and marching for equality; because that is what Equal Employment Opportunity (EEO),



Affirmative Action, and human relations and diversity training is about.

While some gains have been made in integrating schools, establishing laws that provide greater freedom to purchase homes in neighborhoods formerly off-limits and expanding job opportunities, we have failed miserably as a nation to fully embrace the ideal. The responsibility lies with each and every one of us. We must individually and collectively make the equality principle a living reality.

Collectively as a proactive approach, organizations can institute programs that reinforce positive interactions among all races and sexes. For example, my former church, the Antioch Baptist Church in Waterloo regularly participates in exchanges of Sunday school classes with other churches. The exchanges were meant to be a cultural experience for the participants as well as a spiritual one. Other churches I know of in the Minneapolis-St. Paul area conduct pulpit exchanges where ministers trade preaching responsibilities.

The company I work for, 3M

Corporation, is implementing a module on managing diversity in the workplace in its supervisory training program for newly appointed supervisors, which I coordinate. The company is farsighted in its approach; having utilized employment projections for the year 2000 that reflect increased minority and female representation in the workforce. In addition, just this spring, the company has decided to provide diversity training to the 7,000 managers and supervisors already employed by the company at various sites nationwide.

As one of the few black women supervisors employed by the company, I am continually confronted with opportunities to make the principle of equality a reality. For example, I have been subjected to tests of my authority by others I work with. It's hard for me to tell whether the disrespect is manifested because I'm a woman or because I'm black. I do feel certain that it's a result of an inability to accept or respect differences.

One such example that occurred recently involved a male employee who circumvented my authority by getting approval for a project from my boss while I was on assignment out of town. Six months prior, I had a similar incident with the same individual and spent time then reviewing procedures and the importance of judging time-critical issues. Overlooking the false urgency conveyed by this individual and budget considerations, my boss gave his approval.

Since this wasn't the first time this individual had circumvented my authority, I decided to take direct action. First I allowed one day to pass so that my anger would dissipate. Secondly, I confronted the

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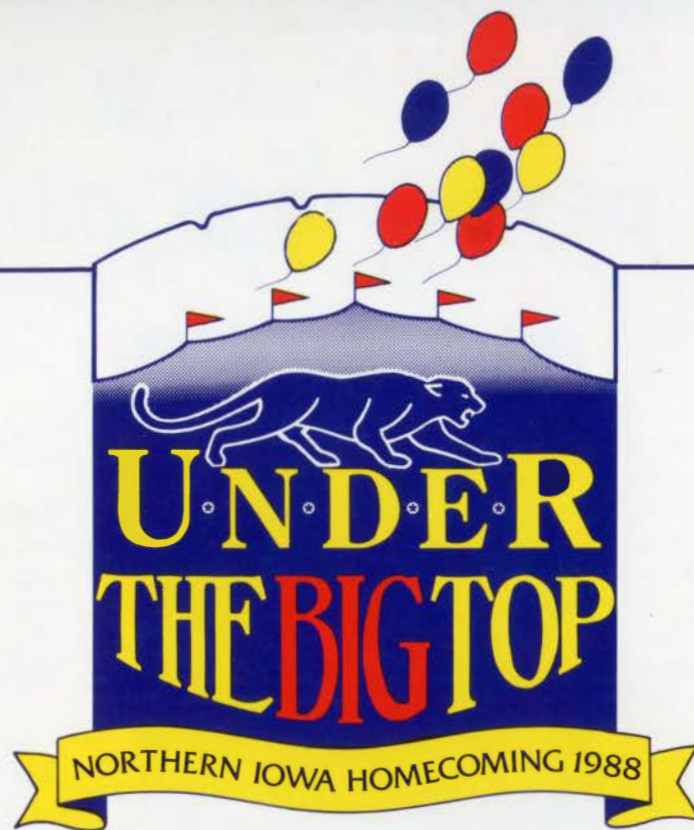
September 30 Alumni Association Annual Meeting
3 p.m., Commons Ballroom
Heritage Honours Banquet
5:30 p.m., Commons Ballroom
Award presentation for outstanding alumni
Tickets \$12.50

October 1 Parade
10 a.m.
Grand Marshal — Norbert Noecker, B.A. '30
Tent-Gate — tailgate party
11 a.m. - 1 p.m.
Food and drink provided
Tickets \$5 in advance or at the tent
Football game vs. Western Illinois
1:30 p.m., UNI-Dome

October 2 Volksmarch
Walk across campus beginning at the UNI-Dome
8 a.m. - 1 p.m.

For more information or tickets to the Heritage Honours Banquet and Tent-Gate, contact the Office of Alumni Relations, (319) 273-2355.

Football tickets are available through the UNI-Dome Ticket Office, (319) 273-6131.



September 30-October 2

For more information see inside back cover

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